

# HANGING OUT WITH LEWIS AND CLARK

8th Grade - U.S.  
History

Ann willard

June 15, 2006



[Patrick Gass.](#)  
[A Journal of the Voyages and Travels](#)  
[of a Corps of Discovery.](#)  
[Under the Command of Capt. Lewis](#)  
[and Capt. Clarke](#)

**How challenging and exciting was the first official journey across our continent from your perspective?**

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

## #1 Introduction

Would you have what it takes to be an explorer? Would you like to be one of the first to go where none has gone before?

The Lewis and Clark Expedition from 1803-1806 opened the American West. This expedition was an official expedition supported by our national government for the purpose of inquiry. Long a dream of President Jefferson, he enlisted his friend Meriwether Lewis who in turn enlisted his friend Robert Clark for this exciting journey. There were many hardships and rewards, many highs and lows on such as trip.

In this WebQuest activity, you will go along with Lewis and Clark to explore a new frontier that became our American West.

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[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

## #2 Task

Your task will be to compose a letter describing three imaginary events based on your critique of the Lewis and Clark Expedition.

You will first work with a group exploring two web sites. For better understanding, you will first explore the background information and historical significance of this journey. You will then go on a multimedia journey in which you will interpret actual events by reading journal entries and examining artifacts and maps.

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[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

### #3 Process

1. You will be assigned to a team with two other students.
2. You will first explore the background information as to how the Lewis and Clark expedition came about by going to the [Library of Congress site](#).
3. Next you will examine journal entries, artifacts, and maps by again using a [Library of Congress site](#).
4. While exploring the second site, read text on screen only. Do not click link to, "Full journal entry".
5. Working alone, you will compose a letter to a friend detailing in your own words three important experiences. These should be imaginary experiences based on information you appraised while on the sites.
6. You should focus on your perspective of how difficult or enjoyable you feel the first official journey across our continent was.

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[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

### #4 Evaluation

[Rubric](#) for Letter Writing: Hanging Out With Lewis & Clark

CATEGORY	4	3	2	1
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Length	The letter is 3.5	The letter is 3	The letter is 2.5	The letter is 2

	to 4 pages long. The font is to be 14 points.	pages long. The font is to be 14 points.	pages long. The font is to be 14 points.	pages long. The font is to be 14 points.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Neatness	Letter is typed or hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly typed or hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed or hand-written and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed or hand-written and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Content Accuracy	The letter contains at least 15 accurate facts about the topic.	The letter contains 12 accurate facts about the topic.	The letter contains 9 accurate facts about the topic.	The letter contains 6 accurate facts about the topic.

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[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

### #5 Conclusion

Now it is time to compare and discuss our views on this great historical event. The Lewis & Clark Expedition opened our American West which led to the expansion of our country. In your perspective was it an easy journey across our country? Was the expansion of our country from sea to shining sea the next logical step?

You are to keep in mind the knowledge you have obtained about the Lewis & Clark Expedition and relate it to the world of today. We will engage in a class discussion relating the past to the present by pondering the question of where President Bush would send Lewis & Clark in today's world. Are there new frontiers to be explored? Is expansion of our country still possible? Do we still send people on journeys of inquiry? Would such a journey be hard or easy at this time in history? Explain. Would you be up

to the challenge? Why or why not?

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[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

### **#6 Credits and References**

Designed by Ann Willard, 2006, with [Central Greene School District](#) in partnership with [Teaching with Primary Sources at Waynesburg University](#). Last updated September 1, 2011.

Template created April 2006 by Amy Martin, [Teaching with Primary Sources at Waynesburg](#) based on a template designed by Lisa Bradshaw, [Teaching with Primary Sources - Colorado](#).

Many ideas for webquest content and worksheets were adapted by permission from [Teaching with Primary Sources- Northern Virginia Partnership](#).

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## 8th Grade - U.S. History

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[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) |  
[Conclusion](#) | [Credits](#) | [Student Page](#)

### #7 Introduction for Teachers

Designed by Ann Willard.

Last updated September 1, 2011.

This lesson was developed as part of [Teaching with Primary Sources at Waynesburg University](#), a federally funded professional development program to assist educators in using [Library of Congress](#) primary resources to support student learning.

*This lesson will take place over a five day span and will be used as an introduction to a unit.*

School District and State: Central Greene School District, Waynesburg, Pennsylvania

Textbook Publisher/Title/Date/Level: McDougal Littell Inc., America's Past and Promise, 1995, Grade 8.

Unit or Chapter Number and Title: Unit 4 Building a Nation

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[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) |  
[Conclusion](#) | [Credits](#) | [Student Page](#)

### #8 About the Learners

This lesson is designed for eighth grade social studies and addresses several language arts objectives as well. It can easily be extended to additional grades and subjects.

Before students start this lesson they should know:

1. Basic computer skills.
2. A basic understanding of Colonial America.
3. An understanding of basic letter writing and grammar.

This lesson is designed for cooperative learning groups. The special needs student in a group can be assigned a task appropriate to his or her ability level. The rubric can be adjusted to meet an individual student's ability level.

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[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

### **#9 Pennsylvania Academic Standards**

#### **(History 8.1.6)**

The students will:

A. Understand chronological thinking and distinguish between past, present and future time.

- Calendar time
- Time lines
- People and events in time
- Patterns of continuity and change
- Sequential order
- Context for events

B. Explain and analyze historical sources.

- Literal meaning of a historical passage
- Data in historical and contemporary maps, graphs and tables
- Author or historical source
- Multiple historical perspectives
- Visual evidence
- Mathematical data from graphs and tables

C. Explain the fundamentals of historical interpretation.

- Difference between fact and opinion
- Multiple points of view
- Illustrations in historical stories
- Causes and results
- Author or source of historical narratives

#### **Reading, Writing and Speaking (1.4.3.)**

The students will:

1. Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.

## How challenging and exciting was the first official journey across our continent from your perspective?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

### #10 Process for Teachers

The teaching of this lesson can be flexible. Ideally, it is taught over a span of 4-7 days one period a day. Although, it is meant to be a single disciplinary it works wells as a multidisciplinary project.

For the initial group work, the students will be assigned to a heterogeneous group that includes a mix of gender and ability.

A novice teacher should not have difficulty in using this lesson.

This lesson would be best taught in a multi-computer lab.

1. You will be assigned to a team with two other students.
2. You will first explore the background information as to how the Lewis and Clark expedition came about by going to the [Library of Congress site](#).
3. Next you will examine journal entries, artifacts, and maps by again using a [Library of Congress site](#).
4. While exploring the second site, read text on screen only. Do not click link to, "Full journal entry".
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[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

### #11 Resources for Teachers

[Library of Congress site](#). Background and History

[Library of Congress site](#) Actual journey

## How challenging and exciting was the first official journey across our continent from your perspective?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

### #12 Evaluation for Teachers

An individual grade and a group grade could possibly be given for this assignment. Since I used the group work purely for a vehicle to gain knowledge to be used in composing each student's individual letter, each student will receive an individual grade only. The grade will be derived by using the evaluation rubric.

CATEGORY	4	3	2	1
Sentences &	Sentences and	All sentences	Most sentences	Many sentence



Paragraphs	paragraphs are complete, well-constructed and of varied structure.	are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	are complete and well-constructed. Paragraphing needs some work.	fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
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Length	The letter is 3.5 to 4 pages long. The font is to be 14 points.	The letter is 3 pages long. The font is to be 14 points.	The letter is 2.5 pages long. The font is to be 14 points.	The letter is 2 pages long. The font is to be 14 points.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
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Content Accuracy	The letter contains at least 15 accurate	The letter contains 12 accurate facts	The letter contains 9 accurate facts	The letter contains 6 accurate facts



	facts about the topic.	about the topic.	about the topic.	about the topic.
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One copy of this [rubric page](#) should be printed for each student in your class.

## How challenging and exciting was the first official journey across our continent from your perspective?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

### #13 Conclusion for Teachers

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By visiting the [Library of Congress](#), students may continue to explore this topic and many other interesting and important topics at their convenience. A world of knowledge is a valuable thing.

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[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

### #14 Credits and References

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